DOCUMENT RESUME

ED 147 719 CG 012 055

TITLE	School Counselors Speak of, by, and for, Counselors and Their Professional Needs.
INSTITUTION	National Education Association, Washington, D.C. National Association of School Counselors.
PUB DATE	76
NOTE	25p.
AVAILABLE FROM	National Association of School Counselors, 1201 16th St. N.W., Washington, D.C. ($3.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Counseling Goals; *Counselor Role; *Job Satisfaction; *Needs Assessment; State of the Art Reviews; Surveys; *Task Analysis

ABSTRACT

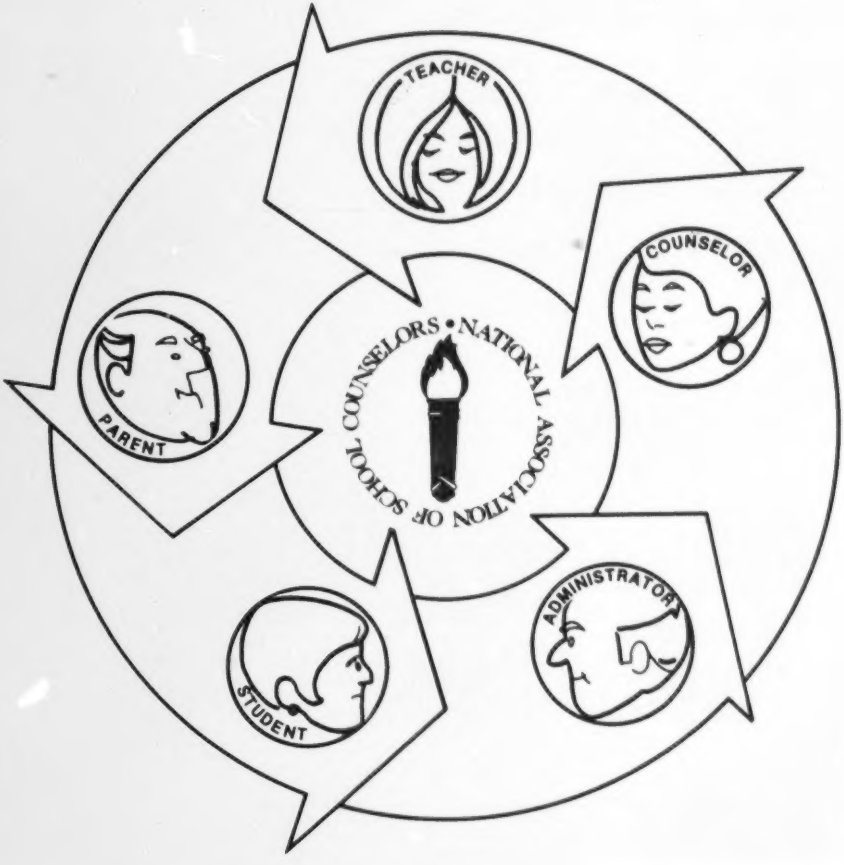
This booklet reports the responses of a "Survey of Counseling Problems" conducted in March 1976. It was felt that these responses indicate a national climate among counselors and point the way for them to play a more dynamic and integral role in the teaching profession. (PFS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED147719

SCHOOL COUNSELOR SPEAKS

CG



CG 012 055

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICRO FICHE ONLY HAS BEEN GRANTED BY

NEA

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Copyright (c) 1976 - All Rights Reserved

NATIONAL ASSOCIATION OF SCHOOL COUNSELSORS
1201 - 16th Street, N.W., Washington, D.C.

SCHOOL COUNSELORS

SPEAK

OF, BY AND FOR

COUNSELORS AND THEIR PROFESSIONAL NEEDS

A Publication
of the
National Association of School Counselors

TABLE OF CONTENTS

Introduction..... 5

A Day's Work..... 6

Counselor Advocacy at the Bargaining Table..... 9

Time To Counsel.....11

The Team.....13

The Method.....15

Improvement of Instruction.....17

The Program.....19

The Mandate.....21

INTRODUCTION

The school counselor is a professional educator and as such is eligible for active membership in the National Education Association and the National Association of School Counselors.

The counselor works side by side with the teacher, serves the same clientele, uses the same physical plant, attends the same professional meetings, but experiences in many instances different needs, concerns and problems.

To identify the specifics of counselors' perceptions of services needed from the United Teaching Profession, NASC in cooperation with the NEA Research Division conducted a "Survey of Counseling Problems" in March 1976.

Included in the sampling were both counselors who were members of both the National Education Association and the National Association of School Counselors and those who were members of NEA only.

Based on information provided by individuals who returned the questionnaire, a profile emerged which showed the counselor respondent to be a certified counselor employed in a public school most frequently assigned at the senior high school level with junior high school classifications in second place. The counselor had an average of nine years' experience, eight of which were in the present school system. In 75% of the returns, the counselor indicated employment in a system which has a master contract negotiated by the local teacher organization with a school board or governing body, classified oneself as a bargaining unit member in over two-thirds of the locals having written contracts, the majority of which were negotiated by NEA affiliates.

The responses reported herein indicate a national climate among counselors and point the way for a more dynamic and integral role of counselors in the United Teaching Profession through the efforts and advocacy of NASC.

A DAY'S WORK

By training, a counselor is skilled in the art of listening, communicating and guiding students through the myriad maturing experiences offered in the educative process in the behavioral aspects of personal interactions, personal growth and valuing, selecting and deciding upon career direction.

A bird's eye view of the typical day in the life of the counselor causes one to wonder if the assignment does not call for a superhuman blend of the whirling dervish and a jumping bean.

In an effort to define exactly what the school system expects of a counselor, NASC compiled the following typical tasks in priority order gleaned from a questionnaire sampling preliminary to the survey herein reported:

1. Maintenance of individual records for each student counselled.

2. Registration of new students.

3. Scheduling of new students.

4. Participation in evaluation of guidance and counseling services.

5. Participation in broad-based community programs and/or activities relating to potential social problems students may encounter.

6. Translation of test results for research findings.

7 Developing programs and arranging interviews for college, business and armed forces entry.

8. Performing school tasks not related to professional assignment, e.g. hall, bus, and cafeteria monitoring.

9. Planning, conducting, participating in programs for parents and/or students beyond the school day.

10. Contacting graduates and dropouts for research and follow-up purposes.

11. Disciplining students referred from other school personnel.

12. Teaching on a regular basis.

13. Collecting money from students for a variety of reasons.

It is significant to note that for the first twelve tasks enumerated above, percentages ranged progressively downward from 66% to 51% of the respondents while 45% added item #13.

Under the most ideal situations, with adequate facilities, full administrative support, adequate funding, job security, and wholehearted cooperation of teachers, students, and parents, this appears to be a sizeable workload with the potential for affecting the counselor's perspective of the calibre of professional performance.

In an effort to pinpoint feelings and reactions to the conditions under which counselors work, the survey examined 1) the effect upon the counselor of such facets as the division of time between assignment-related and nonrelated tasks, body count of students processed, clock pressures, civil rights and performance evaluation; 2) the effect upon the student resulting from quantity and quality of time available for individual needs, the degree of parental understanding, interest and involvement, as well as psychological and sociological factors such as student rights, absenteeism, and drug use, misuse and abuse; plus 3) the effect upon both counselor and student of school system conditions including routinization, adequacy of facilities, supportive programs, funding, budget implications and job security.

Presupposing a degree of effect in 29 areas, respondents were asked to rate each as 1)negligible, 2)moderate, 3)serious or 4)critical.

The data colleged narrowed the field to ten fronts where a concentrated effort should be directed toward improving conditions under which counselors are expected to perform professionally and to be evaluated therefor.

Time was the most critical and serious problem identified -- too much time spent on non-counseling duties, too little time available to spend with students and related counseling functions. Corollary to the too much/too little syndrome was the counselor-student workload and related issues of student indifference toward school, coupled with parental apathy toward their children's educational problems. Funding for counseling and guidance programs received short shrift in initial budget allocations and fared just as poorly at the bargaining table as expendable in the face of budget cuts. Problems of secondary school counselors were intensified because of the lack of elementary school counselors.

AN ITEM FROM THE SURVEY

"I lack the time to do a proper counseling job"

Moderate Problem	37.4%
Serious Problem	33.0%
Negligible Problem	16.5%
Critical Problem	13.0%

COUNSELOR ADVOCACY AT THE BARGAINING TABLE

John Ryor, NEA President 1975-77, exhorted the 1975 NEA Representative Assembly, to work for a federal bargaining statute that will guarantee negotiating rights for all teachers. Since it is the local affiliate which bargains for the conditions of work of its members among which are numbered counselors, it should be assumed that "all teachers" may be translated "all educators" and thus encompass the counselors who also pay their unified dues and thus should also be embraced by Mr. Ryor's statement that "we need a federal bargaining law because it is the key to improving the economic status of teachers."

The fundamental premise of the collective bargaining approach to improving economic and employment status of the members of a bargaining unit is that the unique need of each category of membership will be equally represented.

What, then, is the special position of advocacy which the counselor member seeks of the local association? This was the question posed to counselors in the survey and its scope exceeded the parameters of contract language and dealt with issues of pre-, during and post-negotiations involvement as well as content concerns above and beyond economic considerations. Recipients of the survey were asked to rate the impact of eleven factors at one of three levels: 1)of major importance, 2)of minor importance and 3)of no importance.

More than half of the respondents ascribed importance to each of the areas included. Two thirds of those who replied narrowed the items of major concern to counselors which should be brought to the bargaining table on their behalf to the following seven provisions:

1. Establishment of counselor-student ratios at both the elementary and the secondary level

2. Guarantee of time provided for counselors to work with assigned students

3. Protection of the right of the counselor to withhold confidential information

4. Stipulated provision for counselor participation in the development and revision of school curricula and programs

5. Formulation of a guaranteed channel for counselor input and discussion at all points in the negotiations process

6. Negotiating counselor salary ranges consistent with certification and responsibility

7. Including a salary provision which mandates for counselors extra pay for work performed beyond stipulated daily, weekly or contract year hours.

AN ITEM FROM THE SURVEY

Involving counselors in developing Local Association Master Contracts:

Of major importance	53.9%
Of minor importance	34.8%
Not important	11.3%

Providing a means of imput and discussion for counselors in the negotiations:

Of major importance	66.0%
Of minor importance	26.0%
Not important	8.0%

TIME TO COUNSEL

1976-77 NEA Resolution C-4. Time To Teach avers that NEA "believes time to teach refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, time for planning and elimination of the noninstructional tasks required of a teacher."

The Resolution goes on to assert that "Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction."

In applying these precepts to those educators categorized as counselors rather than teachers, one might well substitute for "time to teach" the phrase "the time they need to work with students." Nine possibilities for providing counselors the time they need to devote to the student were included in the survey instrument and respondents were asked to rate each alternative as either "most productive" or "least productive."

A significant number of respondents chose as the most productive approach to guarantee the needed time would be the establishment of counselor-student ratios at manageable levels. The concept of ratios is well established in NEA positions and dates back to comprehensive studies made more than a decade ago by two special NEA Projects--"Conditions of Work" and "Time To Teach." The current resolution referred to above states that the ratio of the classroom teacher serving students should be at least 60 classroom teachers per 1,000 students. The ratio concept is also included in NEA Resolution H-2. Human Relations in the School in which the Association calls for the reduction of students to certificated staff to the levels teachers determine in each case is essential to improved learning.

Clearly there is precedent for NASC in its unique position as an affiliate of the National Education Association to serve its members by working with other professional groups within the NEA to not only promote the united teaching profession but also to use the resources of unification to secure better working conditions for counselors including a reasonable counseling load.

AN ITEM FROM THE SURVEY

Listed below are ways of providing counselors the time they need to work with students:

Most Productive

Establishing counselor-student ratios at manageable levels	71.4%
Eliminating non-counselor administrative duties	15.2%
Modifying the school schedule to allow time for counselors to meet with individuals and groups of students	4.6%
Increasing the number of counselors assigned to a school	3.0%

Least Productive

Assigning counselor responsibility for students by grade level	49.6%
Eliminating non-counselor administrative duties	11.9%
Providing able psychological assistance for follow-up cases	11.2%
Providing time for counselors to prepare for work-related tasks during the school day	10.3%

THE TEAM

The National Association of School Counselors believes that educational excellence requires teamwork and that the school counselor is an integral part of the educational team comprised of individuals with a professional and personal interest in assisting in contributing to the learning process

By definition a team is a group of people associated in a common effort. Teamwork calls for a number of associates each doing a part but all subordinating personal prominence to the efficiency of the whole.

Conceivably the educational team could be comprised of teachers, principals, psychologists, counselors, program specialists, administrators, school board members, parents, community organizations, students and many others.

NASC views the role of the counselor as a member of the team as the professional educator who 1)specializes in the development of educational, guidance and counseling programs related to student needs, 2)services the students' guidance requirements in education, career, vocation and personal directions, and 3)consults with school staff, parents and the community in the guidance and counseling domain.

As a member of the educational team, counselors need a supportive, cooperative relationship with all members of the team. They cannot perform their professional assignment in isolation.

The survey sought to identify those helping individuals whom counselors considered their first, second and third choices of most important to their functioning properly within their own unique sphere in the educative process.

The majority of respondents rated teachers as first choice with a lesser number of respondents indicating principals as most helpful. Second choice included principals, teachers, parents and school psychologists. Third choice listed all save teachers listed under second choice and added school counseling coordinators and district program specialists.

This response reinforces the NASC goal to develop supportive and inter-related teacher/counselor/parent action, a course which NASC is capable of charting for its members working within the united teaching profession for more effective counseling associations at the state and local levels.

AN ITEM FROM THE SURVEY

Listed below are types of persons and groups who can help counselors do their jobs:

Teachers	61.7%
Principal	16.8%
School Psychologist	4.8%
School counseling coordinator	4.7%
Parents	4.1%
Superintendent of schools	2.7%
School Board	1.3%
Community agencies, e.g. social services	1.2%
Vice-principal	1.1%
District program specialists	.4%
Superintendent in charge of instruction	.1%

THE METHOD

NASC believes that counselors know what counselors need and that only by speaking with a single unified voice will those needs be met. For that reason the National Association of School Counselors was established by and is governed by counselors. The Association affiliated with the National Education Association to join in the effort of all professional educator members to serve youth and society in important, positive ways.

The survey has indicated a need for improving cooperation among students, teachers and counselors and has identified priority program areas for immediate concentration.

Top priority identified by one half to two thirds of the respondents calls for promoting the role of counselors with student groups. When organized groups of young people such as student government councils, future teachers, homemakers, business leaders and professionals as well as minority student caucuses understand the services counselors are prepared to render, the cooperation level will rise and the entire educational system will benefit.

The second most important method of increasing cooperation listed by respondents is actually an extension of the first. It calls for informing teacher and student organizations of counselor activities. An involved NASC/NEA member, active in the local and state education associations, can do much to interpret the importance of the counseling function. Closely related is the third priority -- promoting the role of counselors with teacher groups which will go a long way toward reaching one of NASC's vital ultimate goals -- the development of positive public opinion toward school counseling as an integral part of the educational process.

Recognizing that education is a continuous life-long process the counselor respondents saw training as vital to help them improve their relationship with students. NEA places high priority on the training process, identifying it as one of the five components under the Goal: An Independent, United Teaching Profession.

Other methods of improving cooperation included utilizing public media to promote an awareness of what counselors do; working with and informing community groups; and including counselors in teacher organization activities.

AN ITEM FROM THE SURVEY

To what extent do you think each of the following can improve cooperation among students, teachers, and counselors?

Utilizing national, state, and local teacher organizations to communicate with teachers -

To some extent	59.1%
To a great extent	28.2%
Not at all	12.7%

Including counselors in teacher organization activities -

To a great extent	49.1%
To some extent	46.3%
Not at all	4.6%

Providing ways in which counselors can take part in the development of school programs -

To a great extent	66.4%
To some extent	32.1%
Not at all	1.4%

IMPROVEMENT OF INSTRUCTION*

"The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational change should lie with the teachers through their influence and involvement in democratic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role....."*

The National Association of School Counselors in its publication Job Description for School Counselors lists as a function of the counselor assisting in planning and developing the school's educational, guidance and counseling program in relation to the needs of the students being served which includes being a member of the educational team developing and modifying the curriculum.

In order to provide a program of educational, career and vocational services, it is the responsibility of the counselor to coordinate with other educators involved in the total placement program planning with teachers and administrators for meeting the instructional needs of students at all levels of achievement.

The survey respondents indicated that they are actively working for curriculum change as members of school and district curriculum committees, their local education associations and NASC. It is significant to note, however, that they indicated little involvement in the collective bargaining process as a means to affect curriculum change.

*1976-77 NEA Resolution B-1

NASC believes that counselors as members of NEA should enjoy the rights delineated in the Bill of Teacher Rights with particular reference in this instance to Article I - Rights as a Professional. Section 4. "To influence effectively the formulation of policies and procedures which affect one's professional services, including curriculum, teaching materials, methods of instruction, and school-community relations."

To this end NASC has established the Counselor Alert Team because it believes with NEA that local associations and school boards must negotiate written master contracts through representatives of their choosing to establish, maintain, protect, and improve terms and conditions for professional service and other matters of mutual concern. They encourage local affiliates to see that all their members are guaranteed a realistic opportunity for decisive participation in the establishment of instructional policies.

All counselors who are members of NEA and NASC are eligible for the assistance of the Counselor Alert Team in all areas affecting their professional assignment including negotiations, grievances, legislation, relationships with administrators and employment opportunities and conditions.

AN ITEM FROM THE SURVEY

Are you involved in activities pertaining to curriculum changes in any of the following groups or processes?

Collective bargaining process -

No	83.1%
Yes	16.9%

School or district curriculum committees -

Yes	57.1%
No	42.9%

THE PROGRAM

The National Association of School Counselors was organized on November 27, 1970 by the NEA Task Force on Project Counseling. Charter memberships were first solicited by the Task Force in December 1970, with NASC becoming a formal organization upon approval of its Bylaws in 1971. NASC became a national affiliate of NEA in June 1972.

NASC was formed primarily to meet the unique needs of school counselors. The three basic precepts embodied in the philosophy of the organization are 1) to unite with others in the educational profession; 2) to serve youth and society in important, positive ways; and 3) to articulate the needs of counselors.

The members of the Board of Directors, Assistant Directors, State Delegate/Doordinators, and Membership Promotion Coordinators are available for consultative services to NASC members and counselors in groups of six or more to provide information on NASC and its services in any of the following categories:

- Workshops for inservice education for counselors
- Workshops for counselors and teachers on juvenile delinquency in schools
- Conferences to assist counselors in receiving university credit
- Negotiations assistance
- Individual assistance in job security, defense or rights
- Publications

- o Lobbying for educational legislation
- o Speaking for counselors at the NEA Representative Assembly -- a delegation of 10,000 educators
- o Assistance in forming local and state ASC affiliates
- o Workshops on the rights of women.

NASC exists to provide professional assistance to school counselors through the United Teaching Profession. To serve its members with optimum effectiveness, the needs assessment survey asked respondents to indicate priority services in which NASC can exert leadership. The action program of the Association will respond to the following identified needs:

1. Providing information on current counseling practices
2. Working for more community/parent/teacher support for counselors
3. Assuring counselor representation in educational decision making
4. Negotiating working conditions that affect counseling
5. Assuring that in-service education is based on counselor needs.

THE MANDATE

Clearly the membership of the NEA and NASC have expectations of their professional associations and have enunciated them distinctly.

NEA resolutions which are the directives of the elected delegates of the membership to the annual representative assembly call for increased utilization of teachers, pupil personnel and health service staffs and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.1/ They also urge that pupil personnel services, including counseling, social work, school nursing, health, speech and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the elementary level, since behavioral and attitudinal patterns are established at an early age.

NASC accepts as a mandate the challenge to work through the United Teaching Profession for resolution of the myriad of problems identified by respondents to the "Survey of Counseling Problems." This indicates to the elected leadership of the National Association of School Counselors that action must be taken to effect 1)establishment of immediate short range goals and 2)planning and development of long range goals and objectives.

Based on existing membership, finances and personnel, NASC will conduct a broad scale program of information to members, potential members, local and state counselor and teacher affiliated associations and allied local/state/national organizations which impact upon education.

1/ NEA 1976-77 Resolution B-3. Health of Children
2/ NEA 1976-77 Resolution B-4. Pupil Personnel Services

The purpose of this program of promotion will be twofold: 1) to encourage members to avail themselves of services available from NEA and NASC; 2) to encourage potential counselor members to affiliate with NEA and NASC.

NASC will assist its local and state affiliates with techniques, materials and consultation to increase their effectiveness in working with and through NEA state and local affiliates to achieve greater involvement for counselors in collective bargaining, curriculum improvement and governance direction.

NASC will seek and effect collaborative relationships with all NEA goal area programs to avail its present and future members training opportunities for organizing and negotiations as well as the benefits of legislation, research, and communications.

And, in conclusion, NASC will continue its efforts to be completely attuned to the needs of counselors, to work to gain all counselors as members of NEA and NASC, and to increase staff and programs consonant with increased finances to provide professional assistance school counselors need and the commitment NEA needs from its members.

NASC is an association.

- developed, promoted and governed by school counselors
- affiliated with the National Education Association
- serving youth and society in an important, positive way
- articulating the needs of counselors.

NASC types of membership and requirements

Active

You have an earned Masters' or higher degree in counseling or are certified as a school counselor in your state; or you are employed as a school counselor, director of guidance, or coordinator of guidance; or you have a minimum of three years experience as a certified school counselor, director of guidance, or coordinator of guidance services. Dues: $15.00 per calendar year.

Associate (Student)

You are interested in advancing the cause of counseling but not otherwise eligible for active membership but may be recommended by the Committee on Credentials and Membership Certification and payment of annual dues. You will receive publications of the Association but shall not have the right to vote or hold elective office. Dues: $15.00 per calendar year.

Retired

Dues for retired members: $7.50 per calendar year.

National Association of School Counselors
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Telephone: 202:833-4469

NASC officers & board of directors

Chairperson of the Board:	Don E. O'Neill, Oregon
Deputy Chairperson:	Mrs. Marquita McLean, Ohio
Board Secretary:	Ms. Lillian Buckingham, Maryland
Membership Chairperson:	Ed Heyden, Delaware

Ms. Marjorie B. Day
265 E. Pleasant Street
Amherst, Massachusetts 01002

Jack W. Boggs
RD #2
New Castle, Pennsylvania 16101

Don E. O'Neill
13926 N.E. Rose Parkway
Portland, Oregon 97230

Cal Hershner
2533 Falbrook Drive, N.E.
Cedar Rapids, Iows 52402

Ms. Myrtle M. Tarver
2175 Hebert Street
Beaumont, Texas 77705

Mrs. Louine H. Holt
1154 East 27th South
Salt Lake City, Utah 84106

Robert H. Lurtz
13825 SW 83 Ct.
Miami, Florida 33158

Edward Schmertz
2501 Elright Road
Wilmington, Delaware 19810

Don R. Low
222 E. Madelena Drive
La Habra Heights, California 90631

Mrs. Marquita McLean
5324 Kenwood Road
Cincinnati, Ohio 45227